

LESSON PLAN for SOCIAL STUDIES

Subject	Class / Year Year 10	Unit / Topic Peace and Conflict	Lesson Title
Social Studies			Rules of War
	Curriculum Level <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5	Strand(s) Identity, Culture and Organization	
Achievement Objective(s) How people define and seek human rights			
Learning Outcome(s) and/or Learning Intentions - Explain the reason for the existence of International Humanitarian Law (IHL) - Make links between IHL and the glamorization of warfare in the media - Identify some of the key provisions of IHL		Assessment and/or Success Criteria <i>How do we know what we have learnt?</i> - Small group discussion on “War Crimes in Video Games Cause Red Cross Scrutiny” - Completion of choice board activity using the table “What are the basic provisions of Humanitarian Law” -	
Key Competency Focus Managing Self		Key Concept(s) Focus Justice, human rights, laws	
Time	Student Learning Activities	Teacher Activities	
	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Starter</div> -Think, Pair, Share: Students will decide on the 4 most important rules of war - Students read article: “War Crimes in Video Games Cause Red Cross Scrutiny” by Bryan Crecente - Brief focus questions - Brief presentation on the history of International Humanitarian Law - Choice board: Students can choose one of three activities and work either individually or in groups of 3 or less 1) Using the IHL summary sheet, determine which International Humanitarian Laws are broken (and which are not) in videogames like Modern Warfare 3 2) Find 3 photos, works or art or articles that show either the adherence to or violation of International Humanitarian Law, and identify which laws they represent 3) Read “Codes and Traditions of Warfare” and compare the historical rules of war to today’s IHL.	Focus Questions: - Do you think there should be rules for war? - What rules should there be? Why? - What should happen if one side breaks the rules? - Do you think that video games should adhere to IHL? Why or why not? What do you think can happen if they don’t adhere? What do videogames teach the players about war? - What do you think are some of the problems with IHL? Do you think it’s easy to follow the laws in conflict? Teacher activities: - Present history of IHL - Help students with choice board, guiding students if necessary - Facilitate sharing of information, group discussion	

Create a ven-diagram (or similar) to explore the similarities and differences (Adapted from Red Cross Lesson Plan)

Conclusion (wrap up)

Each group/ individual presents their project to another group/individual

Equipment

Projector/Computer, laptops

Resources

- Article: "War Crimes in Video Games Cause Red Cross Scrutiny" by Bryan Crecente <http://kotaku.com/5863817/war-crimes-in-video-games-draw-red-cross-scrutiny>
- Limits in Armed Conflict (Module 2) - Exploring Humanitarian Law, International Committee of the Red Cross www.ehl.icrc.org/images/stories/explorations_pdfs/2_comp.pdf
 - Table: "What are the basic principles of humanitarian law?" (pp.32-33)
 - Article: "Codes and Traditions of Warfare" (pp. 24-31)